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GAMING
DISORDERS

Short-term impact study report

WP3: A6

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Executive Summary

This report presents the impact analysis of the pilot testing activities conducted under **Work Package 3 (WP3) — Pedagogical Guide and Materials for School Campaigns Against Gaming Disorders**. The pilots were implemented across six European countries: Portugal, Spain, Cyprus, Germany, Ireland, and Austria. The primary aim was to evaluate the effectiveness of a diverse range of educational and awareness-raising activities designed to promote digital wellness and address gaming disorders in school contexts.

The WP3 activities, building on research into the epidemiology and underlying motivations of gaming disorders (WP2), included teacher training workshops, student awareness sessions, parent-focused initiatives, and interactive methods such as role-playing, intercultural exchanges, and digital wellness events. Adapted to the cultural and educational contexts of each partner country, these activities reached 441 students, 86 teachers, and 38 parents across 23 schools, with additional input from external representatives.

The findings indicate strong overall engagement and a positive reception across all target groups. Key trends identified include increased awareness of gaming disorders, meaningful behavioural reflection among students, and the perceived usefulness of interactive and culturally tailored materials. Teachers benefited notably from training and support, gaining confidence to address gaming-related issues in their classrooms. Parent workshops helped enhance understanding of gaming behaviours and foster better family communication.

The report highlights the importance of expert involvement, culturally sensitive approaches, and school autonomy in activity implementation. It also notes challenges such as the need for deeper teacher training and sustained institutional support. Promisingly, some countries have already integrated WP3 materials into their curricula, suggesting potential for lasting impact.

Based on these insights, recommendations for future implementation include refining materials for age and cultural relevance, expanding teacher professional development, creating accessible online resource platforms, and fostering communities of practice. Embedding these initiatives within formal education systems is essential for mainstream adoption and long-term success.

Overall, the WP3 pilot activities demonstrate that thoughtfully designed pedagogical tools can effectively raise awareness and promote healthy digital habits among young people, contributing to their well-being in an increasingly digital world.

Introduction

This Impact Study presents a comprehensive analysis of the pilot testing activities carried out under **Work Package 3 (WP3): Pedagogical Guide and Materials for School Campaigns Against Gaming Disorders**, as part of the broader project initiative addressing the growing concerns around gaming addiction in school environments.

WP3 aimed to translate research-based insights into practical educational tools, enabling schools to raise awareness, support prevention, and promote healthier digital habits among students, teachers, and parents. These objectives were operationalised through a series of structured pilot activities, conducted across six European countries: Portugal, Spain, Cyprus, Germany, Ireland, and Austria. Each partner country implemented selected educational interventions—adapted to national contexts—within school settings, involving diverse target groups including students, teachers, school staff, and families.

This report reflects on the **quantitative and qualitative outcomes of these pilot activities, highlighting their impact on knowledge, attitudes, and practices related to gaming behaviours**. It also gathers participant feedback, identifies emerging trends and short-term behavioural changes, and compiles partner recommendations for improvement, scalability, and long-term adoption of the tested approaches.

By documenting the results and lessons learned, the report provides valuable input for the refinement of the pedagogical guide and campaign materials, and it serves as a foundation for the project's subsequent work packages aimed at mainstreaming evidence-based interventions across European school systems.

Methodology

The activities in WP3 are closely connected to the findings and achievements of WP2, which focused on the epidemiology and motivations behind gaming disorders across the partner regions. WP2 culminated in the publication ***Epidemiology of Gaming Disorders in Schools: Its Impact and Socio-Pedagogical Suggestions on How to Address It.*** This report explores the nature of digital gaming and its effects on students, highlighting both the benefits and challenges it poses to their well-being.

Given the widespread popularity of digital games among young people, it is vital for educators, parents, and policymakers to understand the mechanics of game design and its influence. The publication proposes a range of strategies to foster healthy gaming habits within schools, aiming to balance the positive potential of gaming with an awareness of its risks. These school-based initiatives include interactive workshops, safe discussion spaces, encouraging real-world connections, tailored interventions, parental engagement, and ensuring the sustainability of these efforts. The recommendations are grounded in the cultural and social contexts of the partner countries and form a practical foundation for promoting digital wellbeing. Central to the report is the idea that rather than demonising gaming or attempting to eliminate it, the focus should be on helping students develop a balanced and responsible relationship with digital play. Schools, educators, and families are encouraged to work together to nurture this healthy balance, supporting students to enjoy the educational and recreational benefits of gaming without compromising their academic, social, or emotional development.

The findings from WP2 informed the development of six guiding principles that underpin the WP3 activities:

1) **Offering Interactive Educational Programmes and Workshops**
   - Activities 1 & 2: Teacher Training on Gaming Disorders and Gaming Awareness Day for Students
2) **Creating Safe Spaces**
   - Activities 3–5: School Wellness Hub, Talk about it – Circles, Interactive Digital Board
3) **Promoting Real-World Interactions**
   - Activities 6 & 7: Nature Exploration Day and Escape Room Design Workshop

4) **Tailoring Interventions**
    - Activities 8–10: Interest-Based Intervention Projects, Customized Gaming Workshops, Inclusive Online Gaming Info for Girls
5) **Engaging Parents and Guardians**
    - Activities 11–13: Parent Group Discussions, Webinars, and Safe Gaming Information
6) **Creating Long-Term Impact and Sustainability**
    - Activities 14–17: Student Awareness Campaigns, Expert Talks, Training on Digital Wellness, and Annual Digital Wellness Day

The pilot testing phase focused on implementing these educational and awareness-raising activities, and a variety of pedagogical approaches were applied, including:

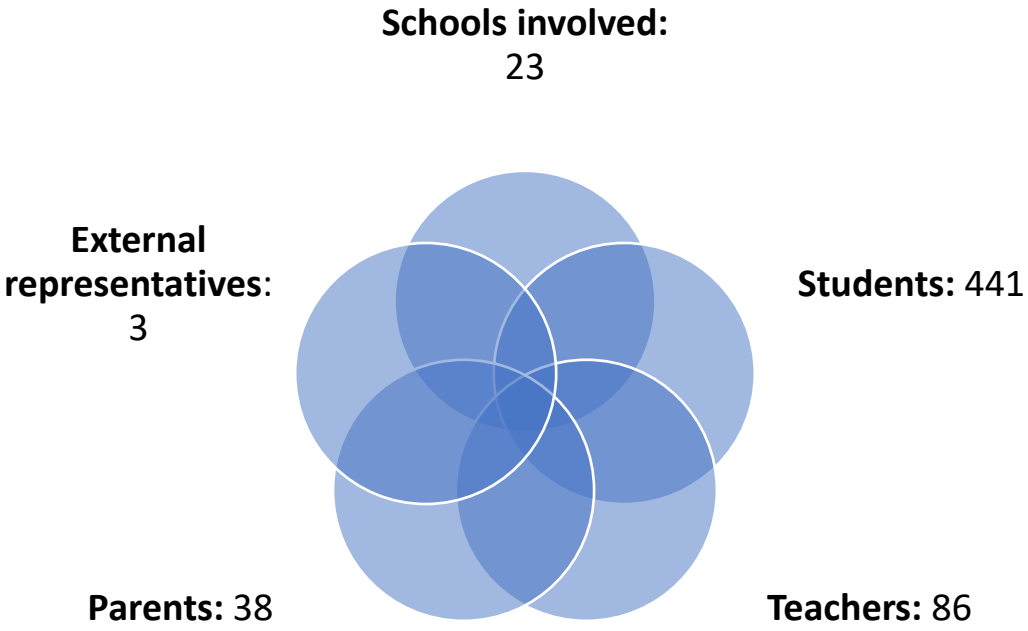
- Teacher workshops on gaming disorders and digital wellness (e.g., Activities 1 and 16)
- Student engagement initiatives such as awareness campaigns, role-playing, and interactive games (e.g., Activities 2, 7, 10, 14, 17)
- Workshops and webinars involving parents (e.g., Activities 11 and 13)
- Innovative experiential learning methods, including escape rooms, nature-based digital literacy, and intercultural exchanges (e.g., Activities 6 and 9)

Each country adapted the activities according to partner expertise, school readiness, and local context, ensuring relevance while maintaining the core project goals.

Pilot activities took place across six partner countries: Portugal, Spain, Cyprus, Germany, Ireland, and Austria, with participation as follows:

- **Portugal:** 8 schools engaged, involving 186 students and 39 teachers across 4 activities.
- **Spain:** 5 schools participated, reaching 76 students, 12 teachers, and 2 parents through 4 activities.
- **Cyprus:** 2 schools took part, with 25 students and 22 teachers involved in 2 activities.
- **Ireland:** 2 schools participated, involving 4 students, 1 teacher, and 10 parents in 2 activities.
- **Germany:** 2 schools engaged, with 49 students and 3 teachers involved.
- **Austria:** 2 schools participated, reaching 101 students, 9 teachers, 26 parents, and 3 external representatives.

Schools were selected based on existing partnerships and their willingness to participate. The pilots were conducted in a range of educational settings, from vocational schools to secondary education institutions, ensuring a broad reach across different student groups and teaching environments.



A mixed-methods evaluation was carried out, combining quantitative and qualitative data collection to thoroughly assess the impact of the pilot activities:

- **Questionnaires:** Both online and paper surveys were used after activities to gather feedback from students, teachers, and parents on content clarity, relevance, engagement, and perceived outcomes. QR codes were employed to facilitate easy access for students.
- **Informal Feedback:** Ongoing dialogue with school staff provided additional qualitative input regarding participant engagement and observed changes in behaviour.

Quantitative Data: Key metrics included participation rates, satisfaction levels, perceived relevance, and intentions to apply learning. These data were organised into comparative tables by country and activity.

Qualitative Data: Open-ended questionnaire responses, interview transcripts, and school reports were analysed thematically to identify patterns concerning awareness, motivation, behavioural intentions, and challenges. These qualitative insights complemented the quantitative findings, offering a richer picture of the pilots' impact.

Activities Overview

This section provides a structured overview of the pilot activities developed and implemented under WP3: Pedagogical Guide and Materials for School Campaigns Against Gaming Disorders. The activities were designed to address different dimensions of gaming-related challenges in school environments, ranging from raising awareness and building digital wellness skills to involving families and promoting long-term behavioural change. Each activity is aligned with one of six strategic intervention areas and targets specific audiences, including students, teachers, and parents. The following overview details the distribution of activities across participating countries, outlines the objectives, and identifies the target groups, offering a comprehensive snapshot of the pedagogical approaches tested during the pilot phase.

CYPRUS

Activity 1: Teacher Training/Workshop on Gaming Disorders

- *Target group:* Teachers
- *Objectives:* Equip teachers with knowledge and strategies to identify and address gaming disorders in students.

Activity 2: Gaming Awareness Day for Students

- *Target group:* Students
- *Objectives:* Raise awareness among students about gaming disorders and promote healthy gaming habits.

GERMANY

Activity 3: School Wellness Hub

- *Target group:* School community (students, teachers, staff)
- *Objectives:* Create a supportive environment in schools to address gaming disorders and promote overall well-being.

Activity 4: Talk about it – Circles

- *Target group:* Students and educators
- *Objectives:* Facilitate open group discussions about gaming habits, risks, and emotional well-being.

Activity 5: Interactive Digital Board

- *Target group:* Students
- *Objectives:* Use interactive digital tools to educate students on gaming disorder risks and digital wellness.

SPAIN

Activity 6: Nature Exploration Day: Digital Meets Outdoors

- *Target group:* Students
- *Objectives:* Combine outdoor activities with digital literacy to promote balance and awareness.

Activity 7: Escape Room Design Workshop

- *Target group:* Students and teachers
- *Objectives:* Use gamification and collaborative problem-solving to enhance digital wellness education.

Activity 8: Interest-Based Intervention Projects

- *Target group:* Students
- *Objectives:* Support personal growth and socio-emotional skills through interest-led activities.

Activity 9: Customised Gaming Education Workshops

- *Target group:* Students and teachers
- *Objectives:* Foster responsible gaming and intercultural understanding through tailored workshops.

IRELAND

Activity 10: Safe and Inclusive Online Gaming Information for Girls

- *Target group:* Female students and educators
- *Objectives:* Raise awareness and promote safe gaming practices, specifically among girls.

Activity 13: Safe and Inclusive Online Gaming Information for Parents

- *Target group:* Parents
- *Objectives:* Improve parental understanding of gaming disorders and provide support strategies.

AUSTRIA

Activity 11: Engaging Parents—Interactive Group Discussion

- *Target group:* Parents
- *Objectives:* Create interactive spaces for parents to discuss gaming-related concerns and solutions.

Activity 12: Engaging Parents Webinar

- *Target group:* Parents
- *Objectives:* Provide accessible online information sessions to educate parents on gaming disorders.

PORTUGAL

Activity 14: Student-Run Awareness Campaign

- *Target group:* Students
- *Objectives:* Empower students to lead awareness and prevention campaigns on gaming disorders.

Activity 15: Guest Expert Talks

- *Target group:* School community

- *Objectives:* Engage experts to enhance knowledge and promote digital wellness.

Activity 16: Training on Digital Wellness and Gaming Disorders

- *Target group:* Teachers
- *Objectives:* Provide professional development to help teachers identify and address gaming disorders.

Activity 17: Annual Digital Wellness Day

- *Target group:* School community
- *Objectives:* Organise a yearly event focused on promoting healthy digital habits.

Impact Analysis

This section presents an analysis of the impact generated by the pilot activities implemented across the partner countries. Drawing on evaluation data, informal feedback, and observations collected during the implementation phase, the analysis aims to assess the effectiveness, relevance, and reach of each activity in addressing gaming disorders and promoting digital well-being in school settings. It also identifies key trends, successful practices, and areas for improvement to inform future adaptations and broader implementation across educational contexts. The findings reflect both qualitative and quantitative outcomes, highlighting how different strategies resonated with diverse target groups, including students, teachers, and parents.

Cyprus

In Cyprus, the pilot phase focused on two activities—teacher training and student awareness—aimed at building capacity within schools to recognise and address gaming-related challenges. Implemented across two schools, it engaged both educators and students, laying the groundwork for promoting healthier digital habits.

Here is the table displaying the impact metrics for the Cyprus pilot:

Target Group	Activity	Quantitative Metrics	Qualitative Metrics	Reported Short-term Changes	Suggestions for Improvement / Long-term Adoption
Teachers	**Activity 1: Teacher Training / Workshop on Gaming Disorders**	22 teachers participated 80% rated it "Very Good"	Described as "life-transforming" and "eye-opening"; highly valued the clarity and practicality	Increased awareness of gaming disorder as a relevant and urgent school issue; teachers felt more confident in identifying risk behaviours	Suggested to be included in ongoing professional development; promote across schools
Students	**Activity 2: Gaming Awareness Day for Students**	25 students participated 85% rated the session as highly relevant	Students described the session as "interactive," "engaging," and "thought-provoking"; multimedia tools (Mentimeter, videos) were well received	Greater understanding of the impact of gaming on mental health; students reflected on their own gaming habits	Include similar awareness days throughout the school year; add peer-led components to future sessions

Portugal

In Portugal, the pilot testing encompassed four diverse activities designed to promote digital wellness through student-led initiatives, expert knowledge sharing, and targeted training for educators. Delivered across eight schools, these actions engaged a wide range of participants, fostering awareness, dialogue, and sustainable strategies to address gaming-related challenges.

The following table presents a consolidated overview of the impact of the pilot-tested activities:

Target group	Activity	Quantitative indicators	Qualitative feedback	Reported short-term changes	Suggestions for Improvement/Long-term adoption
Students	**13 & 14 – Student-run Awareness Campaign + Guest Expert Talks**	4 activities tested across 8 schools, involving 2 project partners. 92.6% of students agreed that the materials improved their understanding; 70.4% rated the multimedia content with the highest score. High student recommendation rate.	Activities are seen as "important," "a way of alerting us," and "essential for society." Emotional engagement noted; students reported reflecting on their own online behaviours.	Increased awareness of digital risks and gaming disorders. Positive emotional and cognitive impact.	Repeat campaigns regularly. Invite more expert speakers. Integrate multimedia tools in everyday classroom use.

	17 – Annual Digital Wellness Day	From a total of 186 students reached, 100% said the session structure was clear; 90.9% felt examples and videos helped understanding; 96.4% said it met expectations.	Students described it as "fun," "interactive," and "very important." Enjoyed reflecting on digital habits and having space to discuss personal boundaries.	Better understanding of digital wellbeing. Motivation to disconnect more often and critically assess screen time.	Scale to more schools. Repeat annually. Use student facilitators or ambassadors for peer-led segments.
Teachers	**16 – Teacher Training on Digital Wellness and Gaming Disorders**	Among 39 teachers involved across 8 schools, 88.9% felt more empowered to identify and act on gaming disorders; 66.7% rated topic relevance as "very high"; 100% satisfied with training content and structure.	Teachers described the session as "enlightening" and "practically useful." Felt better prepared to talk to students and families.	Increased confidence and readiness to support students. Intent to integrate content into daily teaching.	Include training in professional development cycles. Share ready-to-use tools and guides. Organise refresher sessions.
School staff	**Feedback on all piloted activities**	2 partner institutions coordinated the activities. Informal feedback from school staff (e.g., EPROFCOR) confirmed strong student engagement. Teachers highlighted increased student attention and the relevance of digital topics.	External experts lent credibility and depth. Teachers noted students were "surprisingly engaged," especially during discussions of personal use of technology.	Greater awareness and willingness among schools to address gaming and tech-related challenges.	Institutionalise these topics in the school strategy. Deepen partnerships with community organisations and experts.

Spain

In Spain, four different activities were tested, combining outdoor experiences, creative challenges, and customised lessons. These activities encouraged students to learn in interactive and practical ways, helping them understand digital wellness and the risks linked to gaming.

Here is the table displaying the impact metrics for the Spanish pilot:

Target Group	Activity	Quantitative Metrics	Qualitative Metrics	Reported Short-term Changes	Suggestions for Improvement / Long-term Adoption
Students	**6 – Nature Exploration Day: Digital Meets Outdoors**	Out of 76 students involved across 5 schools and 4 piloted activities (led by 2 project partners), 13 participated at Muntori Bilingual School. 92.3% said content met expectations; 77% rated motivation and relevance highly.	Activity described as motivating and thought-provoking. Students enjoyed the outdoor format but noted challenges with the digital tool CoSpaces. Requested more activities and augmented reality.	Increased awareness of digital balance; meaningful learning in nature settings; digital literacy improved.	Provide better tech support; increase similar digital/outdoor initiatives; integrate regularly into the school calendar
Students	**7 – Escape Room Design Workshop**	At IES Cotes Baixes, 94% rated motivation high; 100% found	High engagement; students requested more frequent, longer sessions. Activity was	Improved collaboration, creativity, and critical	Scale up across schools; extend session time;

		instructions clear. The Genially tool is familiar but not widely used before.	seen as interactive and stimulating.	thinking; increased motivation.	create student-led versions.
Teachers		Of 12 teachers engaged in the pilot, CEIP Teixereta teachers: 100% familiar with the Escape Room concept; 88.8% satisfied; 55.5% found it motivating.	Valued as an effective educational approach despite mixed motivation levels. Some reported tech-related difficulties.	Grew interest in gamified teaching; increased openness to using digital platforms.	Offer tailored training for Escape Room design; support tech adaptation; promote curricular integration.
Students	**9 – Interest-Based Intervention Project (Hero's Journey)**	20 students total from Colegio Séneca & Istituto Collodi Marini. Reflected 26% of all student participants in Spain.	Reported increased empathy, self-reflection, and cultural openness. Positive intercultural dialogue is praised.	Personal growth, stronger class participation, and global citizenship skills.	Expand to more schools and cross-border collaborations; embed in socio-emotional curricula.
Parents		2 participating parents (1 per school). Part of 2 total parent participants across the Spanish pilot.	Parents noted improved child autonomy and deeper family conversations on learning. Valued intercultural and experiential elements.	Enhanced family engagement and cultural empathy.	Co-develop family toolkits; involve more parents in similar formats.

Teachers		3 teachers (from both schools) participated.	Found the method enriching; noted improved student engagement and classroom dynamics.	A broader understanding of experiential learning and student motivation.	Promote teacher exchanges; incorporate experiential projects into formal pedagogy.
Students	**10 – Customised Gaming Education Workshops (Roleplay)**	20 students from 2 schools (Colegio Séneca and Istituto Bolsorano).	Praised for realism and personal connection. Reported increased empathy, awareness of gaming risks, and cultural learning.	Improved emotional expression and responsible gaming attitudes.	Extend to more schools; integrate roleplay in the digital wellness curriculum.
Parents		1 parent (trainer role).	Praised the hands-on, reflective nature of the activity. Highlighted the value of intercultural dialogue.	Recognised role play as an effective awareness tool.	Create more parent-focused modules; offer take-home reflective tools.
Teachers		2 teachers participated.	Valued intercultural insights and new classroom dynamics. Helped frame responsible gaming in student language.	Encouraged deeper student discussions and awareness.	Train more teachers in roleplay facilitation and cross-cultural teaching.

Ireland

In Ireland, two activities were tested, focusing on providing clear and accessible information about safe and inclusive online gaming. These sessions were designed for both students and parents, aiming to help them understand how to enjoy gaming while minimising potential risks.

Here is the table displaying the impact metrics for the Irish pilot:

Target Group	Activity	Quantitative Metrics	Qualitative Metrics	Reported Short-term Changes	Suggestions for Improvement / Long-term Adoption
Students	**10 - Safe and Inclusive Online Gaming Information for Girls**	Nº participating teachers: 1 Nº participating students: 4	Participants highlighted the workshop's role in raising awareness on a rarely discussed topic; material described as engaging and relevant; recommended for peer-led projects	Increased awareness of gaming disorders among female students; recognition of relevance to post-primary female gamers	Suggested adoption as a student-led initiative to enhance peer-to-peer learning
Parents	**13 - Safe and Inclusive Online Gaming Information for Parents**	Nº participating parents: 10	Parents reported improved understanding of gaming disorder signs and impact on mental, physical, and social well-being; they found the material thought-provoking and informative	Enhanced parental knowledge and early recognition skills; parents began using the introduced resources	Recommended broader integration of such workshops in professional Potential for wider parental outreach and continued resource dissemination

Austria

In Austria, four activities were tested, mainly involving parents and the wider school community. These included interactive discussions, expert talks, and awareness events, all designed to promote healthy gaming habits and digital well-being.

Here is the table displaying the impact metrics for the Austrian pilot:

Target Group	Activity	Quantitative Metrics	Qualitative Metrics	Reported Short-term Changes	Suggestions for Improvement / Long-term Adoption
Teachers	**11 Engaging Parents— Interactive Group Discussion** **12: Engaging Parents Webinar** **15: Guest Expert Talks**	Nº project partners: 1 Nº pilot tested activities: 4 Nº schools involved: 2 Nº participating teachers: 5	Appreciated practical methods and resources to integrate digital health and gaming disorder content into lessons. Support from media psychologists provided valuable expertise and fresh perspectives.	Increased confidence and ability to address gaming disorders; greater preparedness to integrate digital health topics into regular lessons.	Continue collaborations with external experts; expand training opportunities; ensure materials stay aligned with students' realities.
Students	**17: Annual Digital Wellness Day**	Nº participating students: 101	Felt valued when their views were acknowledged; discussions fostered critical thinking and self-reflection; high engagement,	Greater awareness of healthy gaming habits; improved capacity for self-assessment of gaming behaviour.	Maintain expert-led discussions; incorporate student-led elements; integrate content into

			especially from frequent gamers sharing insights on "good" and "bad" games.		lesson plans permanently.
Parents	**11: Engaging Parents— Interactive Group Discussion** **12: Engaging Parents Webinar**	Nº participating parents: 26	Welcomed the initiative despite language and participation barriers; clearer understanding of children's gaming behaviour; reflected on own screen time; appreciated dialogue with schools and experts.	Improved communication within families; reduced uncertainty about gaming habits.	Increase parental outreach; offer more multilingual resources; sustain expert involvement for relevance and credibility.
Policymakers & Experts	**15: Guest Expert Talks** **17: Annual Digital Wellness Day**	Nº participating local policymakers: 2 Nº participating experts: 1	Recognised the importance of external expertise to address gaps in teacher knowledge and ensure content relevance.	Strengthened awareness at the policy level; opened opportunities for sustained collaborations.	Launch new collaborations with external experts; plan additional events in 2026/27; ensure policy-level support for sustainability.
Schools / System level	**11: Engaging Parents— Interactive Group Discussion**	-	Lesson plans permanently enriched with gaming disorder content; creation of materials like poster	Strengthened school-level capacity for digital health education; inspired ongoing collaboration with experts.	Launch new collaborations with external experts; plan additional events in

	12: Engaging Parents Webinar **15: Guest Expert Talks** **17: Annual Digital Wellness Day**		analyses of popular games; recognition of the need for external expertise to address gaps in teacher knowledge.		2026/27; ensure policy-level support for sustainability.

Germany

In Germany, three activities were piloted across two schools, focusing on interactive and student-centred methods. The activities included the creation of a School Wellness Hub, participation in "Talk about it – Circles", and the use of an Interactive Digital Board. These methods encouraged dialogue, reflection, and digital engagement to promote awareness of gaming behaviours and digital wellbeing.

Here is the table displaying the impact metrics for the German pilot:

Target Group	**Activity**	**Quantitative Metrics**	**Qualitative Metrics**	**Reported Short-term Changes**	**Suggestions for Improvement / Long-term Adoption**
Teachers	**3: School Wellness Hub** **4: Talk about it – Circles**	Nº project partners: 1 Nº pilot-tested activities: 3 Nº schools involved: 2	Found the activities innovative and accessible; appreciated structured resources, but noted gaps in	Gained more confidence in addressing gaming-related issues; recognised the need	Provide more detailed training materials; ensure sustained professional

	5: Interactive Digital Board	Nº participating teachers: 3	practical classroom strategies.	to integrate digital wellbeing systematically.	development; link activities to curriculum standards.
Students		Nº participating students: 49	Engaged actively in peer discussions; valued being heard in the circles; enjoyed interactive digital tools.	Developed stronger self-reflection on gaming habits; increased empathy and openness to dialogue.	Increase frequency of circle-based discussions; broaden use of digital tools; integrate wellness hubs as a permanent school resource.
Schools / System level		Nº schools involved: 2	Schools recognised the added value of combining digital tools with reflective spaces; noted the novelty of wellness hubs for community building.	Enhanced school-level focus on digital well-being; pilots created momentum for integrating such practices.	Institutionalise the Wellness Hub as part of school wellbeing strategies; expand circle discussions to include teachers and parents; secure policy-level support for sustainability.

Cross-Country Comparison

The following activities appeared as particularly impactful:

Activity 17: Annual Digital Wellness Day (Portugal, Austria) – Created a highly visible, school-wide event engaging multiple stakeholders at once. The mix of expert talks, peer involvement, and interactive sessions allowed messages about healthy gaming to reach students, teachers, and parents simultaneously.

Activity 15: Guest Expert Talks (Portugal, Austria) – External specialists (including psychologists and media experts) were consistently praised for bringing credibility, fresh perspectives, and relevance to the topic.

Activity 1: Teacher Training/Workshop on Gaming Disorders (Cyprus) – Strengthened teachers' understanding of gaming disorders and provided practical strategies for classroom use. Teachers valued structured materials and ready-to-use resources.

Activity 10: Safe and Inclusive Online Gaming Information for Girls (Ireland) – Targeted approach addressed a niche but important audience; female students responded positively to tailored content.

Activity 6: Nature Exploration Day: Digital Meets Outdoors (Spain) – Gave students an engaging alternative to screen time while reinforcing lessons about balanced lifestyles.

In terms of differences in reception by target groups, one can point out:

Students	• Highly receptive to interactive and experiential activities (Nature Exploration Day, Escape Room Design Workshop, Student-Run Awareness Campaign). • Valued when their opinions were acknowledged (Austria, Spain), especially frequent gamers sharing insights about "good" vs "bad" games. • Activities that linked real-life experiences with digital habits were the most memorable.
Teachers	• Most appreciative of practical training (Cyprus, Portugal, Austria) that could be directly applied in lessons. • External expert involvement boosted confidence and reduced knowledge gaps. • Teachers were more likely to adopt activities long-term if provided with ready-made resources and clear guidance.
Parents	• Responded best to direct engagement formats (Austria's interactive group discussions, Ireland's webinars). • Valued learning about early warning signs of gaming disorders and strategies for healthy screen use. • Noted improved communication with children after participation. • However, parental engagement was often hindered by time constraints or language barriers (Austria).

Regarding the overall impact and sustainability of the pilot activities, it is evident that school autonomy played a key role. In countries where schools could adapt activities to fit their specific contexts—such as Portugal's awareness campaigns, Spain's outdoor events, and Germany's Wellness Hub and peer-circle discussions—the initiatives were more effectively embedded into existing school programmes. This flexibility allowed schools to align content with students' needs and local realities, fostering greater ownership and engagement. Integrating these activities into the curriculum increases the likelihood of lasting impact, helping to make digital health and wellbeing a sustained part of school life.

Across all countries, the pilot activities had a strong positive effect. Student engagement was highest in interactive and experiential formats, such as role-playing, circle discussions, and outdoor activities. Teachers valued practical training but sometimes felt limited in their knowledge of gaming culture, particularly in Austria, Portugal, and Germany, where support from external experts proved especially valuable. Parental involvement varied, being strongest where schools maintained effective communication with families, as seen in Austria and Ireland. In Germany, the experience suggested that future parental engagement could be better integrated through school-based wellness hubs. Tailoring activities to local priorities—such as Ireland's focus on girls, Spain's nature-based initiatives, and Germany's emphasis on dialogue and digital tools—enhanced both relevance and participation.

Sustainability was closely linked to how well activities were embedded within school structures. Austria and Portugal showed promising progress through curriculum inclusion, while Germany's innovations at the school level pointed to strong potential for broader institutional adoption if scaled up. Overall, flexibility, expert involvement, parental engagement, and strong school leadership emerged as the main factors supporting long-term success across different educational and cultural contexts.

Key findings

Across all participating countries, the pilot activities proved effective in raising awareness about gaming disorders and the importance of digital wellness. Students, teachers, and parents gained a clearer understanding of both the potential risks of excessive gaming and the benefits of approaching gaming responsibly. This increased awareness often encouraged thoughtful reflection on personal gaming habits, with many participants recognising the value of balancing screen time with offline activities and adopting healthier digital behaviours.

The educational materials and workshops were well received for their clarity, interactivity, and relevance. Students found the activities engaging and motivating, while teachers appreciated the practical content and strategies that supported their work in schools. Parents valued the insights they gained into gaming disorders and welcomed guidance on how to better support their children.

However, the evaluation also pointed to areas needing further development. Many teachers reported feeling less confident about their knowledge of gaming culture and digital wellness, highlighting the need for more comprehensive and ongoing professional training. Strengthening teacher development will help ensure educators are equipped to identify and address gaming-related issues effectively.

Parental involvement, while improving in some contexts, remains inconsistent in others. Greater effort is needed to engage parents consistently and provide them with accessible tools to support learning at home. Finally, sustaining the positive outcomes of these initiatives requires embedding digital wellness education into the formal curriculum and securing continued institutional backing. These steps will be essential in promoting lasting healthy gaming habits and digital well-being among young people.

Conclusions

The pilot activities carried out under WP3 have shown that the pedagogical materials and approaches developed are effective in addressing gaming disorders and promoting digital wellness in schools. A variety of interactive workshops, awareness campaigns, and tailored interventions proved to be engaging, relevant, and adaptable to different cultural and educational settings. These activities successfully raised awareness among students, teachers, and parents, encouraged reflection on gaming behaviours, and promoted healthier digital habits.

The pilots also confirmed the importance of combining experiential learning with expert input and parental involvement, demonstrating the value of a holistic approach to digital wellness education. One notable finding was the strong enthusiasm from students for outdoor and intercultural activities, such as nature exploration and role-playing workshops, which enriched the scope of digital health education in unexpected ways.

At the same time, the pilots highlighted areas that need further improvement. In particular, there is a need to strengthen teacher training on gaming culture and digital wellness to build confidence and competence in addressing these topics. While parental engagement improved in several countries, achieving consistent involvement remains a challenge that future initiatives should address.

Overall, WP3's materials offer a solid foundation for integrating gaming disorder awareness into educational settings. The lessons learned from the pilots will help refine these resources and support their wider adoption, ensuring they meet the changing needs of schools, families, and young people in today's digital environment.

Recommendations

To improve the impact and accessibility of WP3 pedagogical materials for future use, several enhancements are suggested. The content should be adapted to better suit different age groups and cultural backgrounds, making it relevant and accessible for all learners. Adding more practical examples, real-life case studies, and interactive elements—such as gamified activities or augmented reality experiences—could boost engagement and deepen understanding.

Supporting educators more effectively is equally important. Expanding teacher training to include practical workshops, ongoing professional development, and clear, easy-to-use guides will give teachers the confidence to deliver the materials and adapt them to their classroom needs. Developing dedicated online platforms or resource hubs would also help schools and families access updated content, lesson plans, and tools with ease.

For long-term impact, creating a community of practice involving educators, parents, and experts could encourage knowledge sharing and continuous improvement. Regular webinars, refresher courses, and peer mentoring could help maintain enthusiasm and spread best practices. Integrating these materials into national curricula and engaging with policymakers will also be essential for embedding digital wellbeing education sustainably.

These steps will strengthen the reach and effectiveness of WP3 materials, promoting wider adoption and delivering lasting benefits for students, schools, and communities in addressing digital gaming and wellbeing challenges.